

DEVELOPING THE MODES OF COMMUNICATION



ACTFL Workshop– June 2017
Laura Terrill

ACTFL

AMERICAN COUNCIL ON THE
TEACHING OF FOREIGN LANGUAGES

Who We Are
What We Do
What You Can Do



- **ACTFL** stands for the **American Council on the Teaching of Foreign Languages**.
- **ACTFL** is an international membership network of **12,500+** language educators and administrators.
- **ACTFL** is dedicated to the improvement and expansion of **ALL LANGUAGES** at **ALL LEVELS** of instruction.

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Who We Are
What We Do
What You Can Do

Publications

Language Ed News


- SmartBrief Email
- Lang Educators Digest

Guidelines and Manuals

- Proficiency Guidelines
- Can-Do Statements
- The Keys Series

Language Ed Magazine
The Language Educator

Scholarly Research Journal
Foreign Language Annals



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Learning Targets

I can explain the difference between performance and proficiency as well as major differences in levels.

I can explain the backward design process in the context of a thematic unit.

I can design activities for and assess each mode of communication working with authentic text.

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lterrillccsd.wikispaces.com

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"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction."

Stephen Covey



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What does it mean to be proficient?



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BY DOUGLASS CROUSE



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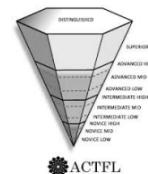
key questions

What? →



WORLD-READINESS STANDARDS
FOR LEARNING LANGUAGES

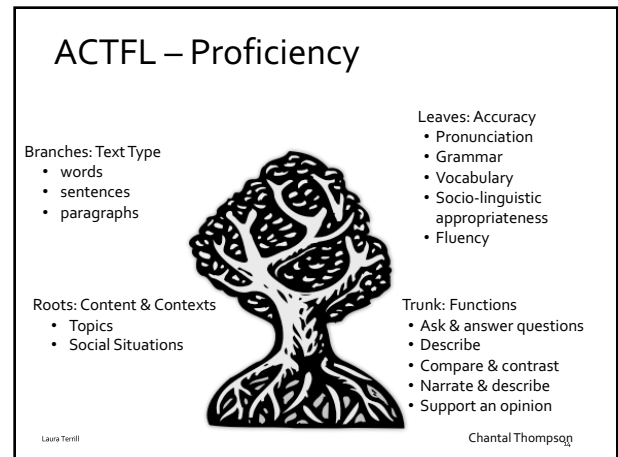
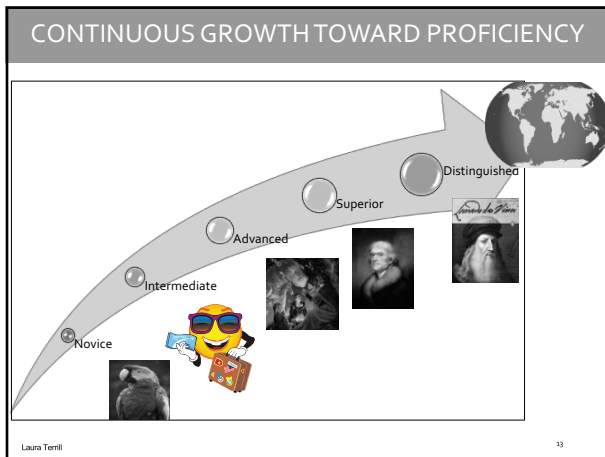
How well? →



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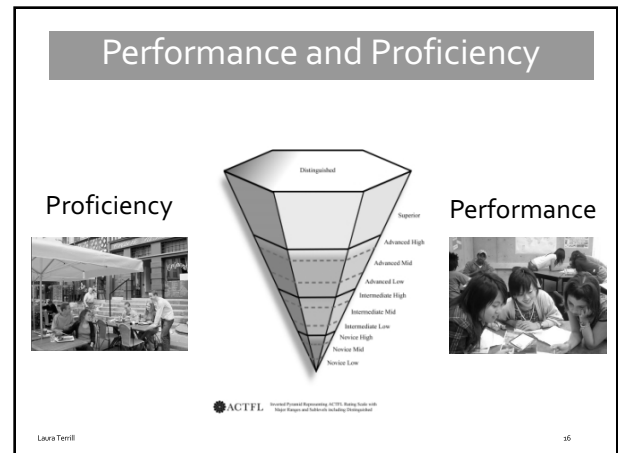
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Proficiency Levels

NOVICE	INTERMEDIATE	ADVANCED
<ul style="list-style-type: none"> Memorized language Lists of words, phrases, simple sentences Attempts at conversation Limited, very familiar topic areas Handles short social interactions by asking and answering simple questions 	<ul style="list-style-type: none"> Creates with language Strings of connected sentences Asks and answers simple questions Wide variety of familiar topics Handles everyday situations 	<ul style="list-style-type: none"> Narrates and describes in all time frames Paragraph-length narration A full conversational partner, asking and responding to a wide variety of questions including follow-up comments and questions Wide variety of familiar topics, some academic and professional topics Handles a situation with an unexpected complication Speaks with confidence

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Performance

Performance

- Based on classroom instruction
- Practiced
- Familiar content and context
- Learners practice the functions and related structures, vocabulary through a variety of tasks to get ready for the final performance assessment tasks

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Proficiency

Proficiency

- Independent of specific classroom instruction
- Spontaneous
- Broad content and context
- Sustained performance across all the tasks and contexts for the level

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PERFORMANCE towards PROFICIENCY



Demonstration of performance within a specific range (novice, intermediate, advanced) **may be an indication of proficiency**; performance on a variety of assessments provides evidence of how the learner may be rated for proficiency.

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Text Type

Quantity and Organization of Language Expands

- Isolated words
- Words and phrases
- Discrete sentences
- Strings of sentences
- Connected sentences
- Single paragraphs
- Multiple paragraphs
- Extended cogent discourse



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NCSSFL-ACTFL Global Can-Do Benchmarks

	Novice Low	Novice Mid	Novice High	Intermediate Low	Intermediate Mid
Interpersonal Communication	I can communicate on some very familiar topics using single words and phrases that I have practiced and memorized.	I can communicate on very familiar topics using a variety of words and phrases that I have practiced and memorized.	I can communicate and exchange information about familiar topics using phrases and simple sentences, sometimes supported by memorized language. I can usually handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on a number of familiar topics using simple sentences. I can handle short social interactions in everyday situations by asking and answering simple questions.	I can participate in conversations on familiar topics using sentences and series of sentences. I can handle short social interactions in everyday situations by asking and answering a variety of questions. I can usually say what I want to say about myself and my everyday life.
Presentational Speaking	I can present information about myself and some other very familiar topics using single words or memorized phrases.	I can present information about myself and some other very familiar topics using a variety of words, phrases, and memorized expressions.	I can present basic information on familiar topics using language I have practiced using phrases and simple sentences.	I can present information on most familiar topics using a series of simple sentences.	I can make presentations on a wide variety of familiar topics using connected sentences.
Presentational Writing	I can copy some familiar words, characters, or phrases.	I can write lists and memorized phrases on familiar topics.	I can write short messages and notes on familiar topics related to everyday life.	I can write briefly about most familiar topics and present information using a series of simple sentences.	I can write on a wide variety of familiar topics using connected sentences.

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key questions

What? →



WORLD-READINESS STANDARDS
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How well? →



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Curriculum as Mirror and Window



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Mindset for Curriculum Design

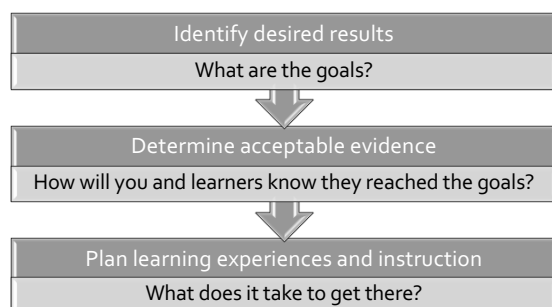
- Communicatively Purposeful: Building Toward Proficiency
- Culturally Focused: Developing Interculturality
- Intrinsically Interesting: Relevant to Learners
- Cognitively Engaging: Requiring Critical Thinking Skills
- Standards-Based: Reflecting Goals for Learning Languages

--Adapted from Helena Curtain

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Backward Design



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Global Challenges: Schooling Around the World

What role does school play in our lives?



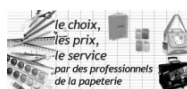
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Performance Range	Novice Range
Language and Level	Level 1
Theme	Global Challenges
Topic	School Days
Essential Questions	What role does school play in our lives?



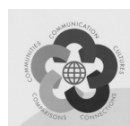
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Unit Overview



Identity/Belonging: School Days

What role does school play in our lives?



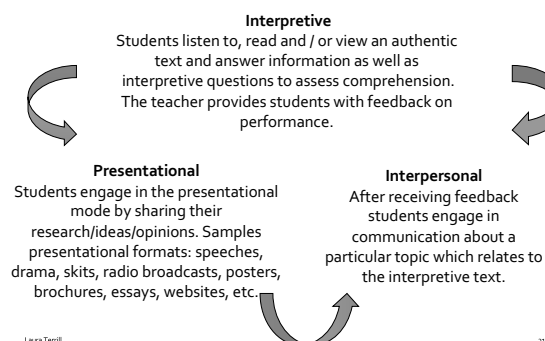
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Unit Goals

Learners will be able to:

- Discuss their likes and dislikes with regard to school
- Comment on what they need to learn and what they do to learn
- Make comparisons between their school life and school life in the target culture
- Comment on the importance of school and who goes to school
- Comment on how children go to school and make comparisons to their lives
- Share information about their school with others

ACTFL Integrated Performance Assessment



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Identity/Belonging: School Days

What role does school play in our lives?

Interpretive Mode

Read school schedules from other countries and draw conclusions about similarities and differences.

Interpretive Mode

Read ads or lists about school supplies and indicate what is needed.

Interpretive Mode

Listen as individuals give their opinions about information related to school and demonstrate comprehension.

Creativity – Collaboration – Critical Thinking – Communication

Presentational Mode

Create a multi-media presentation that will introduce your school to other Spanish speakers.

Interpersonal Mode

Have a conversation where you discuss school and education. Comment on what you like and don't like about your school and make comparisons to other schools in other countries. Give your opinion about why education is or is not important.

Performance Based Assessment

- Do the tasks address the major goals of the unit?
- Do the tasks match the targeted performance level?
- Do they address the essential question?
- Are they real-world tasks that allow for transfer?
- Do they address "future ready" skills — communication, collaboration, creativity and innovation and critical thinking and problem solving?

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What about discrete point skills?



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Vocabulary "Quizzes"

- Create a sense of personal challenge.
- Give students a prompt and (2) minutes to write as many words as they can. Let them self-correct and compare their results with others if they want to. It's a personal competition, not one that someone would win.
- Two days later, give the same prompt and repeat the scoring process. They check their own work. Their personal goal is to improve their own performance.

Sample prompts

1. List school supplies that are likely to be found in a typical American backpack.
2. Name classes you really like and give reasons.
3. Name classes that are not your favorites and give reasons.

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PERDU CHAT

Petite chatte GRISE ET BLANCHE (tigrée)
avec une tache noire sur le nez

Perdue RUE D'IVRY
CE MERCREDI 23 mars



MERCI DE NOUS CONTACTER

(on y tient beaucoup)

06 17 97 11 80 ou 06 77 87 39 44



Sample Can Do:
I can describe
pets.

La 32^{ème} Fête de la Musique

Fête créée en 1982 par le ministère de la Culture

Plus de 20 000
concerts, donnés
par 5 millions de
musiciens ou
chanteurs amateurs,
devant près de
10 millions de
spectateurs

98 % des Français ont assisté au moins une fois à la Fête de la musique

10 % des Français s'y sont déjà produits

80 % des 15-18 ans y participent

La musique, 3^{ème} activité culturelle favorite des Français

télévision 64%
lecture 54%
musique 47%
cinéma 42%
théâtre, danse 17%
jeux vidéo 14%
musées, expositions 12%

84 % des Français déclarent écouter de la musique tous les jours

Les genres musicaux les plus écoutés

chanson française 51%
musique classique 34%
variétés internationales 34%
pop-rock 31%
jazz 22%
musique du monde 17%
folk 13%
musique de film 13%
rap 10%
électronique, techno 9%
dance 8%

La pratique de la musique et du chant

83 % des Français jouent d'un instrument

16 % des Français jouent d'un instrument occasionnellement

8 % chantent

39 % des instrumentistes jouent de la guitare... et 31 % du piano

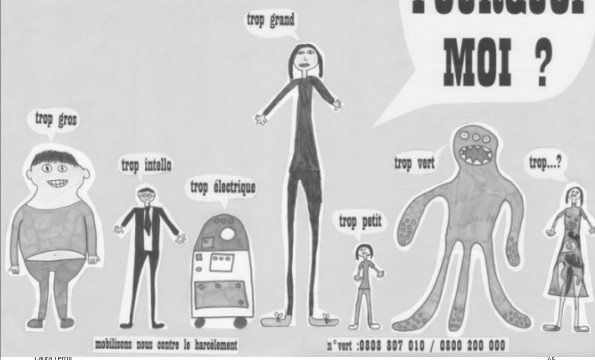
Sources : Sondage réalisé par la Opinionway pour la SACEM en 2011.
Insee, Enquête Pratiques culturelles des Français réalisées en 2008
par le DAPSI (ministère de la Culture et de la Communication)

Compare class results
to target culture...

Sample Can Do:
I can ask and
answer questions
about likes and
dislikes related to
music.

Sample Can Do:
I can describe myself.

POURQUOI MOI ?



Getting the most out of a text



Read and/or listen



Talk about it



Write about it

• How can you best use this text
in the **interpretive** mode?

• What **interpersonal**
conversation would students be
likely to have on this topic?

• What might students do in the
presentational mode as a way
of making learning more
concrete?

Authentic Text



written by native
speakers for native
speakers

- provides visual support
- is culturally rich
- provides models of correct language

Meaning bearing – a message that students want
and need to understand



<http://ajournalactu.com/monde/enfant-photo-philippines-84059/>

Interpretive Mode



Students write questions in target language that are answered in the text. Then, they pair and ask each other.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.

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Presentational Mode



Give 4 or 5 simple sentences. Have students work in pairs or small groups to write a better sentence with the same ideas.

- Daniel is young.
- He is a student.
- He likes school.
- He studies.
- He studies at night.

Daniel is a young student who studies at night because he likes school.

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Interpersonal Mode



Imagine the conversation between the two children.

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Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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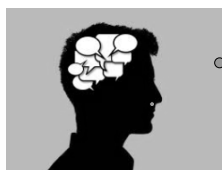
You can't select
vocabulary until
you know its
PURPOSE.

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Learning Target – Name places that are found in and near cities

Hear the conversation you
want students to have. Do
not teach the conversation.



- Do you want to go to Angers?
- Angers? I don't know. I like to go to the beach. Is there a beach?
- No, but there is a great castle and the beach is close to Angers.
- I prefer a town close to the beach. What about La Baule?
- Maybe, are there museums and good restaurants?
- Of course.
- OK, what about 3 days in La Baule and 3 in Angers.
- Great idea. Let's go.

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Vocabulary: Imagine the conversation.....

Describe a city

Comment est la ville?	What is the (city)like?
Elle est/ La ville est...	It is....
Grande, petite, moyenne	Big, small, medium sized
Y a-t-il....	Is there....? Are there....?
Il y a.... Il n'y a pas de....	There is/ There isn't.....
Il y a un fleuve. Il n'y a pas de fleuve.	a river.
un château, pas de château	a chateau.
une école, pas d'école	school.
un café, pas de café	cafe.
un restaurant, pas de restaurant	restaurant.

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BUILDING TOWARD INTERPERSONAL COMMUNICATION



- Circumlocution
- Asking questions
- "Forced" elaboration
- Question and answer frames

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Practice Circumlocution *What's different?*



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Ask questions



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Ask Questions



- Who?
- What?
- When?
- Where?
- Why?
- Which would?
- If....then?
- Who can?
- How did?



- In the text "right there" (text explicit)
- In my head "think and search" (text implicit)

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"Force" Elaboration

Create a sentence that combines the ideas in both images.



1. **but**
2. not
3. never
4. and
5. because
6. then
7. always



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"Force" Elaboration

Create a sentence that combines the ideas in both images.



1. **but**
2. **not**
3. never
4. and
5. because
6. then
7. always



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"Force" Elaboration *What did you do over the weekend?*

1. I wanted to...
2. I felt bad when...
3. I would have..., but...
4. I was glad that...
5. My parents insisted...
6. I was annoyed...
7. I didn't get to...

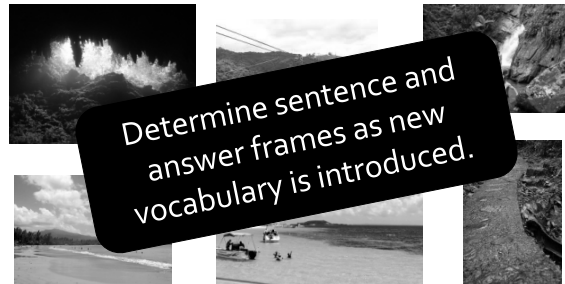


Find out what your partner did last night.
Ask a follow-up question to get more details.

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Discuss your vacation plans with your partner.



Determine sentence and answer frames as new vocabulary is introduced.

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Do you want to? I want to... I don't want to...

Question/answer frames
Possible answers
3 new activities

explore a cave

play in the waterfall

Yes, I want to explore the cave.
No, It's too hot. I want to play in the waterfall.

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Do you want to..... or.....?
I want to... I don't want to...
First, I want to.... Then, I want to...because...

Question/answer frames
Possible answers
3 more activities

explore a cave

swim at the beach

snorkel

hike in the waterfall

hike in the rainforest

Yes, I want to explore the cave.
No, It's too hot. I want to play in the waterfall.

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Do you want to..... or.....?
I want to... I don't want to...
First, I want to.... Then, I want to...

Question/answer frames
No answers
Words for 3 activities disappear

swim at the beach

snorkel

hike in the rainforest

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I want to... I don't want to...
First, I want to.... Then, I want to...

Question frames disappear
Answer frames remain
No words for activities

swim at the beach

snorkel

hike in the rainforest

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Discuss your vacation plans with your partner.

swim at the beach

snorkel

hike in the rainforest

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Structured Debate

San Juan

Humacao

Where would you rather live and why?
What might cause you to change your mind and why?

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Structured Debate

Should begging be banned from downtown areas?



<http://journactu.com/debat/>

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Beggars are being banned from downtown areas. It's against the law to beg in the streets or in public transportation. If beggars are caught, they must pay a fine of about \$75.00.

Roles in the debate:

- the mayor of the city
- a beggar
- a resident of the city
- a representative of a foundation that helps the poor

Consider:

- the need to enact laws for public good
- the need for food and shelter for the homeless or unemployed
- the need to feel safe in the streets
- where the beggars go when they leave the city
- the impact of the current economic conditions on poverty

Interpersonal Assessment Guidelines

- The assessment is between 2 students who are selected at random.
- Students are given up to 2 minutes to show what they can do.
- If a prompt requires images, they should be images that have been used throughout the unit and images that reflect the target culture.
- Retakes are allowed. The second score counts. There is no need to change the prompt. If images were used, the images would be different.
- If doing the Global project, the images can come from what was shared by students during the class.

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Vacation Time — Why travel?

Prompt

You are talking over your vacation plans with a friend. You are both fortunate enough to be headed for destinations where the target language is spoken. Ask and answer questions to find out the details. Identify similarities and differences between your vacations. Be sure to comment on cultural aspects of your vacation. You will select an image at random and should work information about that image into your plans.

Consider:

- Time and place
- Activities
- Similarities and differences
- Cultural activities



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Interpersonal Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How well am I understood?	I am easily understood. My errors in speaking are minor and do not interfere with communication.	I am understood most of the time. I may need to repeat or reword occasionally. My errors in speaking do not interfere with communication.	I am difficult to understand at times. I may ask for help expressing ideas. Some errors may interfere with communication.	I am extremely difficult to understand. I repeat frequently. My errors interfere with communication.
How involved am I in the conversation?	I ask a variety of relevant questions to keep the conversation going. I respond to questions and/or add follow-up comments. I encourage others to participate. My conversation flows with few pauses.	I ask relevant questions to keep the conversation going. I respond to questions and/or make a follow-up comment. I am an equal participant in conversation.	I ask a few relevant questions. I give simple or minimal answers to questions.	I ask random questions that may or may not be on topic. My participation is minimal.
How easily do I deliver my thoughts?		I pause but my hesitations seem natural. I complete my thoughts.	I hesitate often and pauses are awkward. I have few or no incomplete thoughts.	My speech is slow and halting; long pauses may occur. I struggle to complete or do not complete thoughts.
How do I demonstrate that I can correctly use the new vocabulary from the unit?	I successfully use many new words and personal vocabulary related to the unit. I elaborate to complete the task.	I successfully use new words related to the unit to complete the task.	I successfully use a few of the new words related to the unit to partially complete the task.	I rely on simple and very familiar vocabulary to partially complete the task.
What cultural knowledge and understandings do I share?	I add relevant information about the target culture. I use cultural gestures and/or expressions appropriately.	I refer to relevant information about the target culture. I may use cultural gestures and/or expressions appropriately.	I make limited or no references to the target culture. I may use a cultural gesture or expression.	I respond only from the personal point of view or my own perspective.

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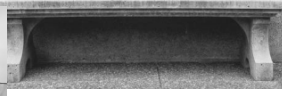
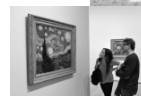
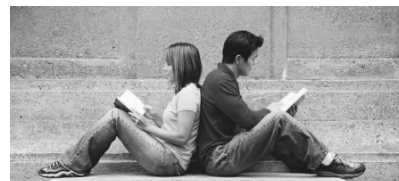


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Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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Common Core State Standards for English Language Arts and Literacy

Distribution of Literary and Informational Passages by Grade in the 2009 Reading Framework

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

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Alimenti e bevande	Kcal	Minuti di cammino (a 3,2 km all'ora) necessari per bruciare le calorie	
		Donna (peso 60 kg)	Uomo (peso 73 kg)
« Un bicchierino di vermut dolce, 5 olive, 10-15 arachidi salate	300	115 minuti	95 minuti
« Un tramezzino (pane g.30, formaggio g.30, prosciutto cotto g.20, maionese g.10)	350	135 minuti	110 minuti
« Panino con hamburger al doppio formaggio	450	170 minuti	140 minuti
« Patatine fritte (porzione media da fast food)	340	130 minuti	110 minuti
« Una porzione di profiterol « (g 100)	280	110 minuti	90 minuti
« Una lattina di bibita zuccherata (330 cc)	130	50 minuti	40 minuti

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Making Authentic Text Comprehensible

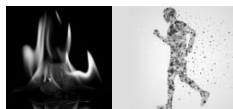
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Practice in target language; assess in English

Comment dit-on.....
How do you say....



Cherchez les mots qui indiquent.....

Find the words that indicate....

- une quantité de coca (an amount of coke)
- pas toutes les profiteroles (not all the profiteroles)
- une sauce blanche (a white sauce)
- Quelque chose de jaune qui va souvent avec un hamburger (something yellow that often goes with a hamburger)
- La nourriture qui exige plus de deux heures de marche pour éliminer les calories (the food that requires more than 2 hours of walking to get rid of calories)




Quelle est l'idée principale?
What is the main idea?

- La différence entre les hommes et les femmes (difference between men and women)
- Une comparaison entre les calories et l'activité (A comparison between calories and activity)
- La nourriture qui est de mauvaise santé (food that is unhealthy)

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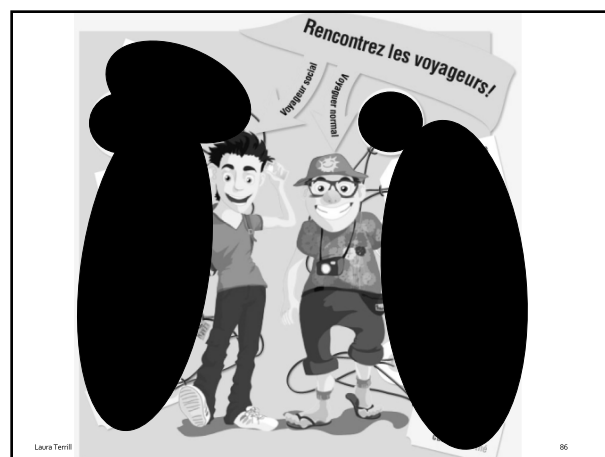
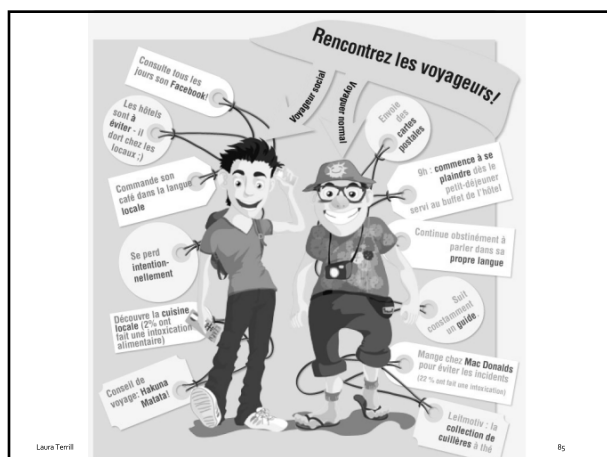
83

Interpretive – Before/During/After

	<ul style="list-style-type: none"> Discussion Prediction Questioning Brainstorming Setting purpose
	<ul style="list-style-type: none"> Guided Active Silent Individual
	<ul style="list-style-type: none"> Clarify Reinforce Extend knowledge

Laura Terrill

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- Consulte tous les jours son Facebook
- Continu obstinément à parler dans sa propre langue
- Conseil de voyage Hakuna Matata !
- Se perd intentionnellement
- Suit constamment un guide
- Envoie des cartes postales
- Commande son café dans la langue locale
- gh : Commence à se plaindre dès le petit-déjeuner servi au buffet de l'hôtel
- Les hôtels sont à éviter - il dort chez les locaux
- Mange chez MacDonalds pour éviter les incidents - (22% ont fait une intoxication)
- Leitmotiv : la collection de cuillères à thé
- Découvre la cuisine locale (2% ont fait une intoxication alimentaire)

Laura Terill 87

Explain the images found in the article....

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Que font-ils cet été ? Abass, 7 ans, Sénégalais

Voici Abass, un Sénégalais de 7 ans qui habite à Dakar, la capitale du Sénégal. Il parle le wolof, la langue la plus courante au Sénégal. Mais il maîtrise aussi très bien le français. Dans son pays, les vacances durent trois mois: la chance!

Here's Abass, a Senegalese who is 7 years old who lives in Dakar, capital of Senegal. He speaks Wolof, the most common language in Senegal. But he also speaks French very well. In his country, the holidays last three months: luck!

Mot du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Guinée-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.

Laura Terill <http://jouractu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

LO QUE APRENDEN LOS NIÑOS

Los niños japoneses comienzan el primer curso de enseñanza primaria en el mes de abril, una vez cumplidos los seis años. En una clase típica de enseñanza primaria hay alrededor de 30 a 40 alumnos. Entre las asignaturas que estudian se encuentran el japonés, la aritmética, las ciencias, los estudios sociales, la música, la artesanía, la educación física y la economía familiar (para aprender técnicas sencillas de cocina y costura). El número de escuelas de enseñanza primaria en las que se imparten clases de inglés es cada vez mayor. La tecnología de la información se utiliza cada vez más para mejorar la enseñanza y la mayor parte de las escuelas disponen de acceso a Internet.

http://web-japan.org/kidsweb/explore/spanish/spain/es_schools.html

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Key words – find and explain

Show 1 word at a time. Have students read silently and write an explanation in target language based on what article says. Then show next word. Select words that are important/key in the text that you feel students can explain.

1. Abril Student might write: el mes cuando los estudiantes comienzan la escuela
2. 30 a 40 alumnos
3. Seis años
4. Asignaturas
5. Cocina
6. Se imparten clases de ingles
7. Acceso a Internet

Remember: Everything is done in the target language.

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VIDA ESCOLAR

En las escuelas elementales, las clases se dividen en pequeños grupos para realizar diversas actividades. Por ejemplo, como parte de su educación, todos los días estos grupos de alumnos limpian las clases, los vestibulos y los patios de su escuela. En muchas escuelas de enseñanza primaria, los alumnos comen juntos en sus clases disfrutando de la comida que prepara la propia escuela o un servicio local de comidas para escolares. Estos grupos de alumnos sirven la comida por turnos a sus compañeros de clase. En las comidas escolares se sirve una rica variedad de alimentos saludables y nutritivos, por consiguiente los alumnos desean siempre con especial interés que llegue la hora de la comida.

http://web-japan.org/kidsweb/explore/spanish/spain/es_schools.html

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Read and select appropriate captions – write a title for the article.

En las escuelas elementales, las clases se dividen en pequeños grupos para realizar diversas actividades. Por ejemplo, como parte de su educación, todos los días estos grupos de alumnos limpian las clases, los vestibulos y los patios de su escuela. En muchas escuelas de enseñanza primaria, los alumnos comen juntos en sus clases disfrutando de la comida que prepara la propia escuela o un servicio local de comidas para escolares. Estos grupos de alumnos sirven la comida por turnos a sus compañeros de clase. En las comidas escolares se sirve una rica variedad de alimentos saludables y nutritivos, por consiguiente los alumnos desean siempre con especial interés que llegue la hora de la comida.

http://web-japan.org/kidsweb/explore/spanish/spain/es_schools.html

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Personal and Public Identities: Do you see what I see? What determines a person's identity? Who is the "real" me?

Before Reading: Prediction

Brainstorm vocabulary, create questions



Laura Terrell

<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-tgros>

Before Reading: Prediction



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- Students write:
 - headline
 - photo caption
 - first paragraph or lines of article
- Students then share what they have written with other students/groups.
- Students predict which version is most likely.
- Students read the actual article and then compare that information with their predictions.

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During reading

Students read the actual article and compare to their predictions. They use the SUMMER reading strategy as they read.



- S** Set procedure for knowing when you are finished and ready to work together.
- U** Read individually to understand the text.
- M** One person should mention the main ideas without looking at the text.
- M** The other person should monitor what is being said, listening for errors or omissions.
- E** The person who was listening should elaborate, ask questions, make connections, etc.
- R** Both students construct an overall review/summary of the text.

Students add useful vocabulary to personal vocabulary.

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Subsequent learning episodes/days Extend to other modes



Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the "dangerous" things you have done.
- Role play the conversation this young man might have with his mom after she saw this posted on social media.

Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

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Contemporary Life: Consumerism

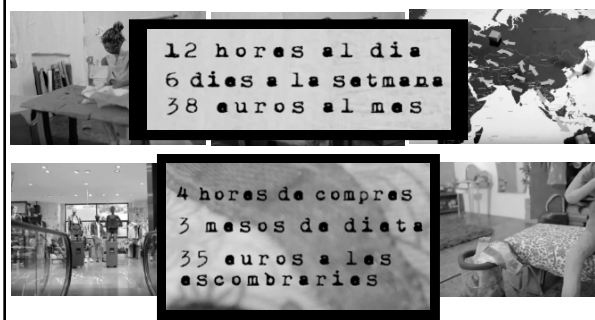
What type of consumer am I?



Laura Terrell

What is the story?

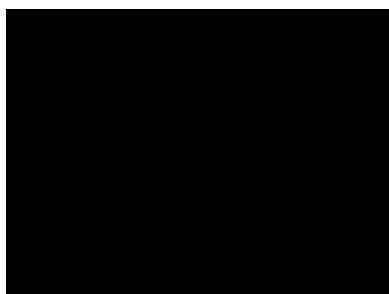
<https://www.youtube.com/watch?v=d7aQlnsH6cc>



Laura Terrell

Made in Bangladesh

<https://www.youtube.com/watch?v=d7aQlnsH6cc>



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Made in Bangladesh

Provide sentences in target language. Try to use cognates and circumlocution as much as possible at this point. Then, if you want them to have a specific word like "sewing" connect it to the cognate or definition you use in the either/or activity.

- She works in the US or in Bangladesh.
- She works in a factory or in a school - by making the choice obvious you are able to embed new words in context.
- She makes clothes or she makes computers.
- She likes her work or hates her work.
- The boxes stay in Bangladesh or go to many countries.

Show the video in chunks at this point. Stop and have them retell the story in their own words.

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Working with Interpretive Texts

- Minimize worksheets
- Teach in target language
- Pace the way the text is used, not all in one class
- Plan the “before” activity to create interest, activate prior knowledge
- Plan the “during” reading activities to ensure that each student reads and thinks actively about what they are reading
- Plan the “after” reading to allow students to extend their learning

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ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

- Key Word Recognition (*English to Target Language*)
- Main Idea(s)
- Supporting Details
- Organizational Features
- Guessing Meaning from Context (*TL to English*)
- Inferences
- Author's Perspective
- Comparing Cultural Perspectives
- Personal Reaction to the Text

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Integrated Performance Assessment Interpretive Mode – ALL LEVELS
Page 125 Implementing Integrated Performance Assessment (2013)

CRITERIA	Exceeds Expectations Accomplished Comprehension	Meets Expectations Strong Comprehension	Meets Expectations Minimal Comprehension	Does Not Meet Expectations Limited Comprehension
LITERAL COMPREHENSION				
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within context of the text.	Identifies a few key words appropriately within context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
INTERPRETIVE COMPREHENSION				
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences (Reading/Listening/Viewing between the Lines)	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely inaccurate and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/horizons accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/horizons accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/horizons accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/horizons is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking.

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IPA Interpretive Comprehension Literal Comprehension

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Word Recognition	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within context of the text.	Identifies a few key words appropriately within context of the text.
Main Idea Detection	Identifies the complete main idea(s) of the text.	Identifies the key parts of the main idea(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
Supporting Detail Detection	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.

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IPA Interpretive Comprehension Figurative Comprehension

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
Organizational Features	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
Guessing Meaning from Context	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
Inferences	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
Author's Perspective	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
Cultural Perspectives	Identifies cultural perspectives/horizons accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/horizons accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/horizons accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/horizons is mostly superficial or lacking. And/or connection of cultural products/practices to perspectives is superficial or lacking.

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La adicción a las compras



LA ADICCIÓN A LAS COMPRAS es un impulso incontrolable para adquirir objetos inútiles o innecesarios. La gratificación deriva, más que de la utilidad de los productos, del propio proceso de comprar. Este consumo, no planificado, va más allá de las posibilidades económicas de la persona y le lleva a tener un exceso en sus gastos e incluso a generar deudas.

Entre las causas que mueven a comprar de forma desmesurada no se encuentra la necesidad, sino un descontrol de los impulsos y un pensamiento irracional que surge de una necesidad emocional, de la falta de autoestima, de un vacío o de la imposibilidad de soportar frustraciones y problema.

Shopping addiction is an uncontrollable impulse to acquire useless or unnecessary objects. Gratification is derived, not from the utility of the products, but from the act of buying. This unplanned consumption goes beyond the economic possibilities of the person and leads him to have an excess in expenditures and even generate debts.

Among the causes that move disproportionately to buy is not a necessity but a lack of control of impulses and irrational thought that arises from an emotional need, lack of self-esteem, a vacuum or inability to withstand frustrations and problem.

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Key Word Recognition

Find the following Spanish words in the article.

1. impulse
2. useless
3. vacuum
4. tolerate
5. unplanned
6. among the causes
7. self-esteem
8. necessity

Strong Comprehension	10	Identifies all key words appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words appropriately within the context of the text.
Not yet	6	Struggles to understand key words within the context of the text.
No Comprehension	5	Does not identify any of the words appropriately within the context of the text.

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Main Idea

What is the main idea of this article? Answer in English.

Strong Comprehension	10	Identifies the complete main ideas(s) of the text.
Meets Expectations	9	Identifies the key parts of the main ideas(s) of the text but misses some elements.
Approaching Expectations	8	Identifies some parts of the main idea(s) of the text.
Minimal Comprehension	7	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
Not yet	6	Struggles to identify the main idea; may identify a detail that is not relevant to main idea.
No Comprehension	5	Does not provide a response.

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Supporting Details

Indicate if a detail is true, false or not mentioned in the article. Copy the information in Spanish that is given for each detail that is true or false.

True	False	Not in text	Statement	Copy the phrase that gives evidence for or against the statement.
			Those who shop to excess often incur debt.	
			Compulsive shoppers shop out of emotional necessity.	
			Compulsive shoppers usually buy more and more each time.	
			Shopping gives some people a rush of adrenaline.	
			Compulsive shoppers have trouble dealing with frustrations and problems.	
			Compulsive shoppers buy items that are not needed.	

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Supporting Details

Indicate if a detail is true, false or not mentioned in the article. Copy the information in Spanish that is given for each detail that is true or false.

Strong Comprehension	10	Identifies all supporting details in the text and accurately provides information from the text to support these details.
Meets Expectations	9	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
Approaching Expectations	8	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
Minimal Comprehension	7	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
Not yet	6	Incorrectly identifies most details and is not able to provide accurate information for those details.
No Comprehension	5	Does not provide a response.

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Guessing Meaning from Context

Based on this text, write what the following words/expressions probably mean. Give your answer in English.

1. la gratificación **deriva**
2. un pensamiento irracional
3. la falta de autoestima
4. tener un **exceso**
5. generar **deudas**
6. **soportar** frustraciones

Strong Comprehension	10	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
Meets Expectations	9	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
Approaching Expectations	8	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Minimal Comprehension	7	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
Not yet	6	Attempts to infer meaning but inferences are not plausible or are not in the context of the text.
No Comprehension	5	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

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Inferences

Is the author critical of or understanding of the shoppers he describes in the article? Support your answer with evidence from the text. Give your answer in English.

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
Not yet	6	Inferences are made, but they are random guesses not supported by the text.
No Comprehension	5	Does not provide a response.

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Cultural Perspectives

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

Strong Comprehension	10	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
Meets Expectations	9	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
Approaching Expectations	8	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
Minimal Comprehension	7	Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking.
Not yet	6	Cultural statements are made, but no connection is made between practices, products and perspectives.
No Comprehension	5	Does not provide a response.

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Interpretive Listening

French



What do you know about Albam? Check all that apply.

- ☐ She is a professor.
- ☐ She is 24.
- ☐ She does not have children.
- ☐ She likes sports.
- ☐ She often goes to the gym.
- ☐ She lives in Paris.

Are you likely to be friends with Albam? Why or why not? Justify your answer with information from the text.

Spanish



What do you know about Sergio? List 3 things.

- 1.
- 2.
- 3.

What one question might you ask to get to know him better?

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Key Word Recognition

Strong Comprehension	10	Identifies all key words/ideas appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words/ideas appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words/ideas appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words/ideas appropriately within the context of the text.
Not yet	6	Struggles to understand the key ideas appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words/ideas appropriately within the context of the text or does not respond.

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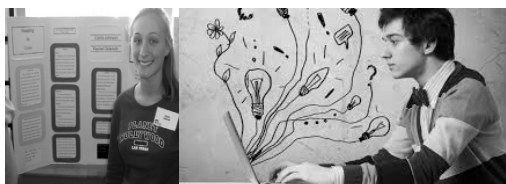


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Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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What is the definition of a sentence?



Building Blocks

"It answers at least 3 questions."



I met a very interesting person

where ?

with whom?

when ?

why?

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Teach transitions



but
and then
at first
however
often
later
perhaps
by the way
on the contrary
and
briefly

also
still, always
as, like
for example
in this way
suddenly
because
especially
in any case
finally
now

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Teammates Consult



Why should we preserve world heritage sites?

Read the infographic. Discuss with your group. Then, pick up a pen and write an answer in your own words.

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Expand a Headline

Ce couple de retraités achète une maison et tombe sur un vrai trésor enfui dans sa grange



This retired couple buys a house and falls upon a true treasure hidden in the barn.

<http://www.actupus.com/ce-couple-de-retraites-achetent-une-maison-et-tombent-sur-un-vrai-tresor-enfui-dans-leur-grange/>

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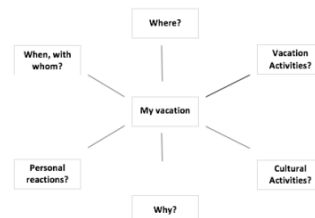
125

Vacation Time — Why vacation?

Write about a vacation you want to take where the target language is spoken. Explain why you want to go there. Comment on activities that you are going to do so that you can experience as much of the target culture as possible. Be sure to share your reactions to the vacation.

Part 1: Jot down words and phrases that relate to each of the questions on the graphic organizer.

Note to teacher - The graphic organizer should be in the target language.



Part 2: Write a paragraph sharing information about your vacation. Use the information you've listed above to organize your thinking.

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Presentational Rubric

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
Am I understood?	My writing is clearly understood; the reader understands the writer's intent without extra effort. Errors do not interfere with message. <i>Good to consistent control of structure(s) studied in the unit.</i>	My writing is generally understood; but reader may have to occasionally reread a phrase or sentence to understand. Errors do not interfere with message. <i>Partial control of structure(s) studied in the unit.</i>	My writing is generally understood, but the reader may have to be willing to make a guess or reread to understand. Errors occur and do cause some confusion for the reader. <i>Inappropriate or inconsistent use of studied structure(s).</i>	My writing is extremely difficult to understand; Errors interfere with communication. <i>Minimal or no use of studied structure(s).</i>
How rich is my vocabulary?	I use a wide variety of familiar vocabulary, correctly and appropriately incorporate new expressions from the current unit of study. I include personal vocabulary.	I use a variety of familiar vocabulary, correctly and appropriately incorporate a few new expressions from the current unit of study.	I use simple, familiar vocabulary, correctly; and I may use a few new expressions from the current unit of study.	I rely on simple and very familiar vocabulary.
How well do I complete the task?	I complete each part of the task adding some details beyond given expectations.	I complete each part of the task.	I complete most of the task.	I complete some of the task, but key components are missing.

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Presentational Rubric, part 2

	Strong Performance 10 9	Meets Expectations 8	Approaches Expectations 7	Minimal Performance 6
How organized is my writing?	My ideas are presented in an organized manner. My sentences are varied and interesting and I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences and use transitions to connect my thoughts.	My ideas are shared in a random fashion. My sentences follow a predictable pattern.	My ideas are not presented in a logical manner. I struggle to produce sentences and my thoughts may be incomplete.
How are knowledge and understanding of the target culture represented?	Comparisons between target language and American culture are accurately presented.	Information about the target culture is accurately presented.	Information about the target culture is presented, but may or may not be accurate.	The information that is shared is primarily from personal point of view. There is little to no mention of the target culture.

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Presentational Project

Where did you go? What did you do?

Lucky you! You had the chance to take a trip last year in your country. Now, you have the opportunity to share the best of your trip with others. Your presentation will be shared both orally and in writing with others. This is a continuation of the identity project that you have done with the previous units. Be sure that your vacation focuses on a vacation that is possible and popular in your "home" country.

Your presentation must include the following information:

- Key details - where, when, with whom
- General geographic information - maps and key points of reference
- Cultural Activities specific to destination - food, monuments, festivals, etc.
- General Activities - what you did or did not do depending on weather
- Tourist details - where you stayed, souvenirs you bought

Each detail should be supported by images that enhance what you plan to say. The images must be culturally authentic. Write a script for the project. Uses images and appropriate captions on your slides.

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Presentational Writing (Script and Visual Product)

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Below Expectations 6
How accurate is my language?	I have full control of studied structures. Any other errors are minor and do not interfere with message.	I have good control of studied structures, but may occasionally make an error. Any other errors are minor and do not interfere with message.	I have partial control of studied structures. Errors begin to cause some confusion for the reader.	I have little to no control of studied structures. The reader is often confused even when rereading the text.
How rich is the vocabulary?	I take risks while appropriately using a wide variety of new vocabulary, including new personal vocabulary.	I use a wide variety of new vocab/expressions appropriately.	I mostly use a wide variety of familiar vocabulary, and many include a few new vocab/expressions.	I rely on simple and familiar vocab that sometimes may not relate to the topic.
How well do I complete the task?	I elaborate to complete the task by adding interesting and relevant details.	I complete the task.	I complete most of the task.	I omit major portions of the task.
How are knowledge and understanding of the target culture represented?	I accurately present information about the target culture; the relationships among products, practices and perspectives are included.	I accurately present information about the target culture; products, practices and perspectives are identified.	I present some information about the target culture; some products and/or practices are identified.	I present some information about the target culture, but do not attempt to include products, practices or perspectives.
How organized is my presentation?	My ideas are presented in an organized manner. My sentences are varied and interesting. Most of my sentences answer 3 or more questions. I use transitions to connect my thoughts.	My ideas are presented in a somewhat logical manner. I have some interesting sentences that answer 3 questions. I use some transitions to connect my thoughts as needed.	My ideas are shared in a random fashion. I have very few detailed sentences that answer multiple questions. I attempt, but use transitions incorrectly or not at all.	My ideas are not expressed in complete sentences and contain minimal detail. My ideas are presented in a very random order.

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Presentational Speaking

	Strong Performance 10 9	Meets Expectations 8	Approaching Expectations 7	Below Expectations 6
Am I understood?	My pronunciation imitates an authentic accent. Any errors in pronunciation do not interfere with understanding. Speech is smooth and natural with few hesitations.	My accent generally imitates an authentic accent. Errors in pronunciation rarely interfere with understanding. Speech sounds like a script is being read at times, and/or may be delivered too quickly.	My accent sounds more American than one that is authentic. Errors in pronunciation may occasionally interfere with understanding. Speech sounds like a script is being read and delivery lacks natural intonation.	I did not say enough to allow my speech and pronunciation to be assessed. My delivery was halting and hard to follow.
Is the presentation interesting and informative?	I used visuals, sound and design to effectively emphasize the key ideas in the presentation, to help the audience follow the storyline of the presentation, and to maintain the audience's attention. The content of the presentation is thoughtfully selected with the audience and purpose in mind.	I used visuals and/or sound and design in the presentation help the audience focus on the key ideas and follow the sequence of information. The content of the presentation is selected with the audience and purpose in mind.	I used visuals and/or sound and design in the presentation. Key ideas are sometimes difficult to identify because at times there may be too many visuals or sound/design elements. The content of the presentation is selected according to instructions but needs more careful thought in terms of what information is interesting and informative for an audience of teenagers.	I did not use visuals, sound and/or design to in ways that enhanced the content of the presentation. I did not take the audience into consideration when selecting and organizing content.

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Rencontrez les voyageurs!

2016年学校假期游学计划
学校假期游学

LA PLAGE

Se lever avec le sourire
Se baigner de crème solaire
Enfiler des nus-pieds
Se promener les pieds dans l'eau
Ramasser des coquillages
Construire des châteaux de sable
Profiter du Soleil
Jouer avec les vagues
Secouer sa serviette
Admirer les couchers de soleil
Se jeter à l'eau
Sonne l'été, sentant la brise

¿QUIERES SER FELIZ?
DEJA DE COMPRAR COSAS
¡VETE DE VIAJE!

VIAJAR
TE CAMBIA LA VIDA,
TE HACE MÁS FELIZ.

Ma vie au soleil



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Ma vie au soleil



Watch sound off, generate a list of possible words and phrases. Read script, circle any words on your list or similar to those on your list, write possible title. View again. Expand list of vocabulary based on video.



Give each student an image from video or related to vacation. Use inner-outer circles. Tell students to ask and answer questions about the images they hold and talk until they find something in common. Rotate.



Create a padlet or use post-its to allow students to post sentences showing what they like to do on vacation.

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CHECK FOR LEARNING

ABC....Summarize

ABC Brainstorming Strategy					
A	G	M	S		
B	H	N	T		
C	I	O	U		
D	J	P	V		
E	K	Q	W		
F	L	R	X		

Brainstorm round a word



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"If you want to feel secure,
Do what you already know how to do.

If you want to be a true professional and continue to grow...

Go to the cutting edge of your competence,
Which means a temporary loss of security.

So whenever you don't quite
know what you're doing,
know you're growing!"

Madeline Hunter 1987

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Thank you



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